

## BOULDER BLUFF ELEMENTARY

400 Judy Drive  
Goose Creek, SC 29445

**GRADES** K-5 Elementary School

**ENROLLMENT** 586 Students

**PRINCIPAL** Kathaleen Williamson 843-553-1223

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	40	54	5	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Good	No

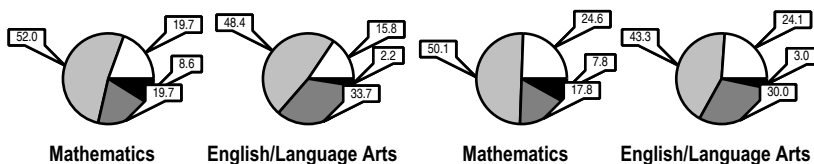
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	310	99.7	15.8	48.4	33.7	2.2	54.1	Yes	Yes
<b>Gender</b>									
Male	152	99.3	15.8	48.9	34.5	0.7	48.9		
Female	158	100.0	15.7	47.9	32.9	3.6	59.3		
<b>Racial/Ethnic Group</b>									
White	181	99.5	14.4	46.1	37.1	2.4	59.9	Yes	Yes
African-American	110	100.0	20.8	52.1	25.0	2.1	42.7	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	77.8	22.2	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	249	100.0	9.8	50.2	37.3	2.7	60.0		
Disabled	61	98.4	40.7	40.7	18.5	0.0	29.6	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	310	99.7	15.8	48.4	33.7	2.2	54.1		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	303	99.7	16.1	47.8	33.9	2.2	54.7		
<b>Socio-Economic Status</b>									
Subsidized meals	212	100.0	18.5	52.7	27.2	1.6	50.0	Yes	Yes
Full-pay meals	98	99.0	10.5	40.0	46.3	3.2	62.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	310	99.7	19.4	52.3	19.7	8.6	43.7	Yes	Yes
<b>Gender</b>									
Male	152	99.3	18.7	49.6	20.9	10.8	45.3		
Female	158	100.0	20.0	55.0	18.6	6.4	42.1		
<b>Racial/Ethnic Group</b>									
White	181	99.5	13.8	50.3	24.0	12.0	52.1	Yes	Yes
African-American	110	100.0	32.3	56.3	10.4	1.0	25.0	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	44.4	55.6	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	249	100.0	14.2	52.4	23.1	10.2	50.7		
Disabled	61	98.4	40.7	51.9	5.6	1.9	14.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	310	99.7	19.4	52.3	19.7	8.6	43.7		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	303	99.7	19.7	52.6	19.0	8.8	43.1		
<b>Socio-Economic Status</b>									
Subsidized meals	212	100.0	24.5	54.9	14.7	6.0	36.4	Yes	Yes
Full-pay meals	98	99.0	9.5	47.4	29.5	13.7	57.9		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	113	100.0	15.1	42.5	40.6	1.9	42.5
	<b>Grade 4</b>	108	99.1	21.5	46.2	30.1	2.2	32.3
	<b>Grade 5</b>	130	100.0	28.1	56.2	14.0	1.7	15.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	103	99.0	12.1	42.4	40.4	5.1	45.5
	<b>Grade 4</b>	109	100.0	18.9	50.9	29.2	0.9	30.2
	<b>Grade 5</b>	98	100.0	17.9	57.9	24.2	N/A	24.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	113	100.0	21.7	49.1	22.6	6.6	29.2
	<b>Grade 4</b>	108	99.1	21.5	50.5	20.4	7.5	28.0
	<b>Grade 5</b>	130	100.0	43.8	45.5	9.1	1.7	10.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	103	99.0	19.2	62.6	15.2	3.0	18.2
	<b>Grade 4</b>	109	100.0	17.9	45.3	23.6	13.2	36.8
	<b>Grade 5</b>	98	100.0	23.2	48.4	21.1	7.4	28.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 586)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.2%	Up from 2.2%	3.5%	2.7%
Attendance rate	96.1%	Up from 95.1%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.2%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		3.5%	3.5%
Eligible for gifted and talented	15.6%	Up from 10.4%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Up from 11.0%	8.9%	8.2%
Older than usual for grade	0.7%	Down from 1.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	43.9%	Up from 41.7%	47.6%	51.4%
Continuing contract teachers	82.9%	Up from 66.7%	88.1%	87.5%
Highly qualified teachers**	89.2%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	3.0%		0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 71.1%	86.4%	86.7%
Teacher attendance rate	94.2%	Down from 96.3%	94.6%	94.9%
Average teacher salary	\$37,312	Down 0.4%	\$39,961	\$40,760
Prof. development days/teacher	9.7 days	Down from 16.3 days	12.9 days	12.4 days

School				
Principal's years at school	8.0	No change	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.5 to 1	18.9 to 1
Prime instructional time	88.3%	Down from 89.3%	89.5%	90.0%
Dollars spent per pupil*	\$5,069	Down 12.6%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	59.3%	Down from 60.1%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 90.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-04 school year Boulder Bluff Elementary School served approximately 650 students from Child Development to Fifth Grade. Our school is fully accredited by the Southern Association of Colleges and Schools. We continue to be a school-wide School-to-Work Grant recipient, an Arts in Basic Curriculum site, maintain the Distinguished Arts School status with the South Carolina Department of Education, and remain a host site for the Leslie University Graduate Program.

Other activities we have provided to enhance learning and integrate the arts into regular classroom instruction include: artists in residence in drama, storytelling, and creative movement. Students enjoyed additional arts experiences with mosaics, creative rhythms, and swing dance. The fourth grade participated in the State Department of Education Arts Assessment Program in music and visual arts. Teachers were provided arts staff development through the Spoleto Teachers' Institute and State Department of Education Arts Professional Development program. We are a participating member of the T.R.A.C.E. Program which exposes third grade students and teachers to a variety of arts performances and exhibits.

Students are developing leadership skills as they accept responsibilities through working with the Bulldog Bark! (the school newspaper), the school-wide postal system, and as members/officers of the student council.

In response to the analysis of our PACT test scores and AYP information the following programs were designed to accelerate and remediate student achievement: TASK Force reading program, No Fail Saturday School, 21st Century Learning Center, the Earth Stewards Program, small group tutoring, and a school-wide mentoring program. We were the proud recipients of an AmeriCorp Grant which allowed nine community volunteers to tutor our students in small groups and give them assistance in creating a garden in the courtyard.

Parents participated in the "Meet the Teacher Night," the Back to School Bash, our 10th Annual Great Community Cookout, SMART Parents Science and Reading Night, the PTO Spring Carnival, and various classroom activities. Our parents served as PTO Officers, School Planning and Management Team members, and school volunteers. Parents participated in their child's education by reviewing Tuesday Folder materials, reading with their students/signing the log, and attending academic and discipline programs/conferences.

Kathaleen Williamson, Principal

Susan Whitfield, School Planning and Management Team Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	36	85	74
<b>Percent satisfied with learning environment</b>	91.4%	86.9%	91.7%
<b>Percent satisfied with social and physical environment</b>	91.2%	85.7%	91.9%
<b>Percent satisfied with home-school relations</b>	50.0%	83.5%	78.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.